

| | |
|---------------------------------------|--|
| Garbage Pile | Have students write down information on a piece of paper. They wad it up and throw into center of room. Students go pick one up, unwed it, and talk with a partner about the information. This can be done a couple of times. Students pick up one more and must write down information about the subject, which will be turned in to the teacher. |
| The Phenomenal Foldable | Fold a piece of paper hamburger or hotdog style. Students can rip or cut the paper to make “flaps.” Information can be recorded on the flaps over a period of lessons. For example, students are comparing and contrasting a monarchy and democracy. Students write the word democracy on the outside and on the inside they place their definition. At the bottom they list the purposes. On the back they can give examples. They can do the same for a monarchy. This can even turn into a great study guide. |
| The Powerful Post-It Note | Students are given a post it note to record information they learned during the lesson. For example, if you are discussing character traits they can use the post-it to list traits of a character they are reading about. Then, they could list examples from the story to support it. You can also color code these for different classes or even students in your class you want to keep a close eye on. |
| KWL | Most of the time these are used as a whole class activity, but can be easily used as an individual formative assessment. Give each student an index card and at the beginning of the unit ask them what they know and what they want to know. At the end of the unit have them do the L part to see what they learned. This is great to do about a week before the unit so planning can be centered around misconceptions, material students already know, interests of students, etc. |
| Wrap Around | Have students list 3-5 ideas about the topic of study. Have them stand up and go around the room allowing students to name one thing off their list. As something on their list gets mentioned they are to place a check mark on it. Once everything is off their list they sit down. This allows the teacher to know the limited knowledge in the class. |
| Clickers | Ask 5 questions at beginning or end of class to determine the level of understanding. |
| Whiteboards | Ask students to complete math problems or give answers on a whiteboard. They turn them around when you say go and you can easily see who has it and who doesn't. Those that do can be the teacher and help those that don't. |
| Yes/No True/False ABCD cards | Give students cards labeled yes or no, true or false, or ABCD and as you ask questions allow them to answer with the cards. |
| Thumbs Up Thumbs Down | Students put their thumb in the air according to agree or disagree with statement. |
| Jumpstarts/Bellringers | Questions from material previously learned/getting ready to learn. |
| Learning Logs | Student made “booklets” or other type of log to keep information in about the material being covered. |
| Pre-Tests | Any test given before a unit of study to assess students level of understanding and to guide instruction. |

